## Waves of Intervention

### Wave 1- Quality First Teaching

| Quality First Teaching provided to All pupils |
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| *The approaches listed below reflect adjustments that can be reasonably offered by Sir Alexander Fleming Primary School and Nursery. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. The strategies have been grouped within the types of need identified by the Code of Practice. It summarises approaches that can be seen in any inclusive classroom. The strategies outlined in each area of need are by no means mutually exclusive. These are simply examples and further strategies may also be considered for quality first teaching.* |

| Communication and Interaction | Cognition and Learning |
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| • Speech, Language and Communication<br>• Autistic Spectrum Disorder (ASD)<br>• Attention Deficit hyperactivity disorder | • General/ Moderate Learning difficulty<br>• Specific Learning Difficulty (e.g. dyslexia/ dyspraxia) |
| **Social, Emotional and Mental Health** | **Physical/ Sensory** |
| • Social and emotional learning needs<br>• Behavioural difficulties | • Hearing Impairment<br>• Visually Impaired<br>• Physical difficulties<br>• Multisensory impairment |

| Approaches to support Communication and Interaction |
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| • Visual timetables, widgits and supports<br>• Prepare for change in advance whenever possible<br>• Outcomes modelled and demonstrated<br>• Clear classroom organisation and structures<br>• Clear unambiguous use of language<br>• Opportunities to work independently without interruption<br>• Time provided for pupils to process language<br>• Use TA to explain task/ go through key vocabulary in small groups<br>• Teacher able to access and employ method of communication appropriate to pupils' need<br>• Clear and simple instructions/ expectations<br>• Introduce one task at a time (visual aids my help break down this information and encourage independence) |

| Approaches to support sensory and /or physical needs |
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| • Environmental adaptations to suit cohort or individual pupils<br>• Access to equipment to ensure mobility |

- Awareness of seating positions to take into account sensory difficulty
- Adaptations of resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

| Approaches to support Social, Emotional and Mental Health Difficulties |
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| • Tactile sensory objects to calm students<br>• Time out arrangement<br>• Understanding of methods to motivate a range of learners<br>• Recognition of sensory needs and appropriate adjustments made<br>• Positive regular communication with parents<br>• Clear rewards and sanctions<br>• Consistent use of positive language<br>• Range of opportunities to support social and emotional development<br>• Class and school medication strategies<br>• Clear and understood behaviour policy |

| Approaches to support Cognition and Learning |
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| • Differentiated curriculum<br>• Reading material accessible to students<br>• Students can present knowledge in a variety of ways<br>• Assessment for learning concepts - pupils are aware of the next steps in learning and how to achieve them<br>• Accessibility to personalised learning aids such as word banks, number lines etc.<br>• Collaborative working opportunities<br>• Repetition and reinforcement of skills<br>• Multi-sensory approaches to learning<br>• Methods to summarise and highlight key teaching points<br>• Questions adapted in accordance with level of understanding and emotional needs<br>• Interactive learning opportunities as appropriate<br>• Teaching adapted to a range of learning preferences |

Wave 2 – Targeted Provision

| Targeted Provision for Certain Pupils |
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| Targeted provision is the provision children will receive if they make less than expected progress within the wave 1 provision. It may be informed by advice from outside agencies and will require a provision map to highlight exact interventions, including baseline data to ensure progress is measurable. Children may receive some of these interventions, often in small groups, dependant on their needs. |

| Approaches to support Communication and Interaction |
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| • Advice sought from Speech and Language Therapists<br>• Elklan trained staff<br>• Visual prompts to support understanding / enable children to help explain their activities<br>• Pre-tutoring / teaching of new concepts / vocabulary<br>• Use of Time to talk<br>• Use of home / school book.<br>• Individual behaviour plan<br>• Support and advice from the SEND leader<br>• Close liaison with parents / carers<br>• Support for year group / class changes – passports, extra move up sessions<br>• Support for transfer to secondary school – passports, extra visits, liaison with new school |

| Approaches to support sensory and /or physical needs |
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| • Aids to support e.g. writing slope, wobble cushions, pencil grips<br>• Cool kids programme<br>• Speed up programme<br>• Write from the start<br>• Alternative methods of recording<br>• Modifications to class environment<br>• Teachers / teaching assistants receive training specifically aimed towards need<br>• Advice sought from outside agencies e.g. OT, Physiotherapy, sensory inclusion<br>• Close liaison with parents / carers<br>• Support for year group / class changes – passports, extra move up sessions<br>• Support for transfer to secondary school – passports, extra visits, liaison with new school |

| Approaches to support Social, Emotional and Mental Health difficulties |
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| • Advice from outside agencies such as behaviour support, FAP, BEEU.<br>• A number of staff trained in MAPA |

- All staff trained in strategies for managing / diffusing difficult situations or behaviour
- Support and advice from the SEND leader / pastoral team
- Behaviour plans created with the child to identify triggers and possible solutions.
- Buddy systems at break times
- Individual workstation / areas
- Home / school book
- Close liaison with parents / carers
- Support for year group / class changes – passports, extra move up sessions
- Support for transfer to secondary school – passports, extra visits, liaison with new school
- Use of Early Help meetings to bring all involved professionals together
- Counselling service within school

| Approaches to support Cognition and Learning |
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| • Small group teaching aimed specifically at need<br>• Pre – tutoring / teaching<br>• Over learning – post lesson additional activities<br>• 1-6 / 1-1 phonics tutoring (Foundation & KS1)<br>• Use of Numicom<br>• Work / ideas to support on a 1-1 basis sent home<br>• Dyslexia friendly reading books (KS2)<br>• Reading overlays<br>• Precision teaching<br>• Toe by Toe |

Wave 3 – Higher Needs Provision

| Targeted Provision for Certain Pupils |
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| Higher needs provision is the provision a small number of children will receive if wave 2 provision does not enable them to make consistent progress. It will be informed by advice from outside agencies and will require a detailed, individual provision map to highlight exact interventions, including baseline data to ensure progress is measurable. It is a very individual provision. |

| Approaches to support Communication and Interaction |
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| • Ongoing, regular structured group or 1:1 teaching delivered by staff, supported by advice and guidance from an external specialist<br>• Activities and teaching to help pupils use skills in different situations throughout the day, following advice from external specialist.<br>• Highly structured routines with individual support or prompts.<br>• Use of alternative means to support communication e.g. visual prompts, Makaton, ICT<br>• Changes made to the physical environment following advice from external specialists.<br>• Access to a calm, quite place when needed<br>• Appropriately trained staff available to support the child when needed<br>• Advice and training from appropriately qualified professionals (e.g. LSAT, Educational psychologist, speech and language, sensory inclusion)<br>• Individual arrangements for entering / exiting school and break times<br>• Proactive planning for non-routine situations, to inform adaptions<br>• Close liaison with parents / carers, the child, all staff involved and external agencies to plan effective interventions and support (Early Help Meetings) |

| Approaches to support sensory and /or physical needs |
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| • Changes to teaching and learning methods to meet the individual needs of the child<br>• Individual teaching from an appropriately trained adult of skills which are specific to the learner<br>• Significant individual adaptions to the curriculum or learning materials<br>• Changes to the school / classroom environment to enable the child to fully participate in the curriculum<br>• Access to aids and equipment for mobility and learning<br>• Individual support for social interactions / communication<br>• Suitable identified areas for physical care, quiet areas etc.<br>• Individual risk assessments to inform how, when and why the child requires extra support.<br>• Individual support for year group / class changes – passports, extra move up sessions<br>• Individual support for transfer to secondary school – passports, extra visits, liaison with new school |

| Approaches to support Social, Emotional and Mental Health difficulties |
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| • A number of staff trained in MAPA<br>• A highly personalised and regularly reviewed approach to the curriculum, informed by the SEMH needs of the child.<br>• A personalised timetable which may include withdrawal from some activities to develop the child's ability to engage.<br>• Daily teaching / support by staff for the child's behaviour plan<br>• Access to 1:1 therapeutic support from suitably trained staff<br>• Highly structured routines which may be supported by visual prompts<br>• Frequent access to a quiet area / work-station<br>• Specific and individual support at break times<br>• Individual arrangements for entering / exiting school<br>• Access to key member of suitably trained staff to support within class and at break times– within class and pastoral support manager<br>• Staff given the opportunity to build relationships with child away from learning activities<br>• Advice, support and training provided by suitably qualified professionals e.g. Educational psychologist, behaviour support, Bee U mental health and wellbeing, fair access panel<br>• Close liaison with parents / carers, the child, all staff involved and external agencies to plan effective interventions and support (Early Help Meetings)<br>• Individual support for year group / class changes – passports, extra move up sessions<br>• Individual support for transfer to secondary school – passports, extra visits, liaison with new school<br>• Individual risk assessment to identify when and how the child needs extra support<br>• Proactive planning for non-routine situations, to inform adaptions<br>• Support for adults supporting the child, to ensure consistent, resilience in the school system |

| Approaches to support Cognition and Learning |
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| • Highly personalised, regularly reviewed curriculum as the child is working significantly behind age related expectations (1 key stage behind)<br>• Specific teaching and practice of skills that are needed for everyday life<br>• Intensive 1:1 support for learning, using individually targeted teaching for significant parts of the school day<br>• Highly structured routines with individual support<br>• Regular use of Information and communication technology to support<br>• Close liaison with parents / carers, the child, all staff involved and external agencies to plan effective interventions and support (CAF and TAC)<br>• Advice, support and training provided by suitably qualified professionals e.g. Educational psychologist, Learning support advisory teacher |